Publisher:	Curriculum Alignment With Foun	dations, Cools and Stratogics Solf Donort	Contact Boreau
Control	Curriculum Alignment with Found	dations: Goals and Strategies Self-Report	Contact Person:
Curriculum:			Address:
Copyright date:			Phone Number:
Thank you for your interest in providing licensed early learning and develop	pment programs a quality four-year-old curriculum. Please answer the	questions below, then complete the chart. Include the title of the curriculum book	and page number for reviewers to be able to validate your responses.
A. Describe how your curriculum articulates a theoretical and/or research evidence regarding the effectiveness of the curriculum collected with sounds.		utilizes the theory and/or research as a basis for making decisions about experience	es provided for children. The curriculum may also have empirical
° Supports the development of children from diverse backgrounds, in	ations with families to plan individual learning experiences for children. Including dual language learners (See page 151 of NC Foundations for Ear	rly Learning and Development). evel of development, current skills, and interests, and using that information to de	velop plans(experiences for children).
North Carolina Foundations for Early Learning and Development	How the curriculum meets NC FELD Goals for Preschoolers	North Carolina Foundations for Early Learning and Development Strategies	How the curriculum meets NC FELD Strategies for Preschoolers
Domains, Subdomains and Goals Approaches to Play and Learning (APL)	Include title of curriculum document and page numbers	for Preschoolers	Include title of curriculum document and page numbers
Goal APL-1: Children show curiosity and express interest in the world around them. Goal APL-2: Children actively seek to understand the world around		Provides examples of open-ended questions to encourage children to share ideas, what they like, dislike and enjoy. (e.g., What will happen when we add	
them.		the water to the flour? Have you ever wondered where snow goes?	
Play and Imagination			
Goal APL-3: Children engage in increasingly complex play. Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.		Promotes the integrated use of materials throughout activities and centers (e.g., Making play-doh - measurement/math; recipe/early literacy; and questions including predictions/science)	
		Curriculum provides a variety of experiences to appeal to children who learn in different ways and supports children making choices. (e.g., Group interest is flowers. Real objects [flowers]; pictures; music; language activities; books; the outdoors; active play; quiet play and/or group activities are provided on flowers.)	
Risk-Taking, Problem-Solving, and Flexibility			
Goal APL-5: Children are willing to try new and challenging experiences. Goal APL-6: Children use a variety of strategies to solve problems.			
Attentiveness, Effort, and Persistence			
Goal APL-7: Children demonstrate initiative. Goal APL-8: Children maintain attentiveness and focus.			

Provides project ideas that are completed over the course of several days.

Goal APL-9: Children persist at challenging activities.

Emotional and Social Development (ESD)

Goal ESD-1: Children demonstrate a positive self-identity and self-		
awareness.		
Goal ESD-2: Children express positive feelings about themselves and		Curriculum promotes planning experiences based on children's current
confidence in what they can do.		observed needs, abilities and interests.
		Curriculum promotes giving children choices as opposed to recommendations
		promoting center rotation or lists of children assigned to centers.
		Curriculum provides suggestions for family involvement.
Developing a Sense of Self With Others		
Goal ESD-3: Children form relationships and interact positively with		
familiar adults who are consistent and responsive to their needs.		
Goal ESD-4: Children form relationships and interact positively with		
other children.		
Goal ESD-5: Children demonstrate the social and behavioral skills		
needed to successfully participate in groups.		Curriculum provides positive behavior management strategies.
Learning About Feelings		
Learning About Feelings		
Goal ESD-6: Children identify, manage, and express their feelings.		Provides examples of phrases for teachers to use to encourage children to
Goal ESD-7: Children recognize and respond to the needs and feelings of		express their feelings, take appropriate action and notice the feelings of other
others.		children (e.g., Words for conflict resolution).
Health and Physcial Development (HPD)		
Physical Health and Growth		
Goal HPD-1: Children develop healthy eating habits.		Provides a sample schedule which includes times for eating, child choice (active
Goal HPD-2: Children engage in active physical play indoors and		and quiet), nap, and physical activity both indoors and outdoors or provides
outdoors.		appropriate guidance on creating a schedule. Guidance should include:
Goal HPD-3: Children develop healthy sleeping habits.		schedules are predictable, but flexible and responsive to the needs of children.
Goal TIPD-3. Children develop healthy sleeping habits.		Scriedules are predictable, but flexible and responsive to the fleeds of children.
Motor Development		
Goal HPD-4: Children develop large muscle control and abilities needed		
to move through and explore their environment.		
Goal HPD-5: Children develop small muscle control and hand-eye		Curriculum integrates adaptation recommendations for children with different
coordination to manipulate objects and work with tools.		ability levels, including disabilities, throughout the curriculum.
Self-Care		
Goal HPD-6: Children develop awareness of their needs and the ability		
to communicate their needs.		
Goal HPD-7: Children develop independence in caring for themselves		
and their environment.		
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Safety Awareness		
Goal HPD-8: Children develop awareness of basic safety rules and begin		
to follow them.		
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Lanugage Development and Communication (LDC)		
Learning to Communicate		

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Goal LDC-1: Children understand communication from others. Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understaood. Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly. Goal LDC-5: Children describe familiar people, places, things, and events. Goal LDC-6: Children use most grammatical constructions of their home language well. Goal LDC-7: Respond to and use a growing vocabulary.		Curriculum includes new vocabulary words and definitions which are reinforced repeatedly throughout daily routines and experiences.		
Foundations for Reading				
Goal LDC-8: Develop interest in books and motivation to read. Goal LDC-9: Comprehend and use information presented in books and other print media. Goal LDC-10: Children develop book knowledge and print awareness.		Provides age appropriate fiction and non-fiction books and/or a list of titles that stimulate chidren's curiosity for a variety of subject areas. Include stories that reflect dual language and predictable text.		
		Provides multicultural books and/or a list of titles to help children develop an understanding of individual differences and similarities (e.g., culture, race, age, gender, sociocultural experiences, disabilities, non stereotypical).		
Goal LDC-11: Develop phonological awareness. Goal LDC-12: Develop knowledge of the alphabet and the alphabetic principle.		Curriculum includes strategies for promoting phonological awareness, print and alphabet knowledge within daily conversations, activities, and routines (e.g., playful experiences, songs, rhymes, poems, books)		
		Provides letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunties for chidlren to hear specific letter sounds, particularly beginning sounds (e.g., Recognize and name letters of the alphabet, especially in the child's own name and names of others who are important to them).		
Foundations for Writing		Foundations for Writing		
Goal LDC-13: Use writing and other symbols to record information and communicate for a variety of purposes. Goal LDC-14: Children use knowledge of lettersin their attempts to write. Goal LDC-15: Children use writing skills and writing conventions.		Promotes literacy-rich play activities that reflect children's interest and sociocultural experiences.		
		Curriculum promotes activities that emphasize the use of unlined paper for children's writng as opposed to ditto sheets, dot-to-dot and tracing activities so they will focus on letter formation instead of letter orientation.		
Cognitive Development (CD) Construction of Knowledge: Thinking and Reasoning				

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Goda CD-13. Cilificated explore the natural world by observing,	Goal CD-15: Children explore the natural world by observing,				
manipulating objects, asking questions, making predictions, and Promotes hands-on activities that enhances scientific exploration, knowledge			Promotes hands-on activities that enhances scientific exploration, knowledge		
	developing generalizations.				
Provide hands-on experiences that expose children to the scientific method of					
inquiry: observing, questioning, predicting, experimenting, and representing			inquiry: observing, questioning, predicting, experimenting, and representing		
results.					